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## IN LATE OCTOBER.

The rustling corn-fields crisp and brown,  
Are trailing all their banners down.

The vagrant geese, with clanging flight,  
Go piping southward in the night.

Nest songs beneath the eaves are dead,  
Though no one knew when swallows fled.

—Richard Jean Hobbs.

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A bird-note sounding here and there,  
A bloom, where leaves are brown and sober,  
Warm noons, and nights with frosty air,  
And loaded wagons say,—October.

—Selected.

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## MUSIC IN THE SCHOOL.

A person living among students who love music well enough to make it their life-work naturally thinks they can feel the importance of what Sir Andrew Fletcher said: "Let me select the songs of a people and who will, may make their laws."

Of the two kinds of music, instrumental and vocal, the school has usually to do with the latter. Hardly any species of composition is so far-reaching, so penetrating, and it may be added, so fascinating as song.

Sung in thousands of social gatherings, in tens of thousands of schools, and in millions of homes, a good song more or less sweetens life to hundreds of millions of people. It is a recreation in the midst of daily toil.

Songs portray in a vivid, pleasing form, the feelings, sentiments, and passions of mankind; in fact they are almost the only literature of the emotions.



The subjects which have been most used in song are War, Wine, and Love. War songs are becoming fewer, because man is becoming more rational, peaceful, and humane; drinking songs are becoming fewer because mankind is becoming more disgusted with, and ashamed of, the degrading vice of drunkenness. Love songs never grow old. As a subject of song, anything mankind loves is as popular to-day as ever it was. But the tendency of the age is to purify the love song; and it is safe to say nothing will ever diminish its popularity.

Songs are the most fascinating of all literature. Poetry blends the feelings of the heart with the wisdom of the intellect, and song, comprising as it does both these characteristics, adds thereto the beauty of the human voice. In the range of social enjoyments and instructions nothing serves better than a good song clearly, feelingly, and intelligently rendered. Where all join in the chorus or in the song itself, whether in the family, in the church, or in the school, it becomes the most fraternizing and socializing of all influences.

As a means of spreading any idea quickly throughout the length and breadth of the land, nothing equals the agency of the song-form; for nothing takes more permanent hold on the popular imagination. This is convincingly illustrated by the fact that oft-times we find ourselves repeating parts of songs that mother sang. Such reminders of the past come without our bidding, resurrecting with themselves hosts of beautiful memories.

There are historical songs that have exerted wonderful power over whole nations. The freedom-breathing words of the "Marseillaise" gave a remarkable impetus to the French Revolution. "Home, Sweet Home" has endeared the idea of home in the breasts of millions. "God Save the Queen" makes every English subject more loyal. "America" sends its thrill of national pride and patriotism through the breasts of millions. How often has "Should Auld Acquaintance be Forgot," reawakened feelings of friendship! As a part of his training the German boy, first in school and later in the army, sings the songs of his Fatherland, "Deutsch-land uber Alles" and the "Watch on the Rhine" are best known to us. Germany well knows that the patriotism of her people is inspired largely by her national songs.

Having tried thus far to show the value of song as a refining, socializing influence, also as an inspirer of patriotism, I take it for



granted that no one questions the propriety of making it one of the every day exercises in school.

Still music has sometimes been characterized as

"A liberal art that costs no pain  
Of industry, or wit, or brain."

And once when a notable contest had taken place in London which caused a great controversy between Handel and Siccini, Swift in his usually severe manner thus belittled the contestants:

"Strange such a difference there should be  
'Twixt twee-diddle-dum and twee-diddle-dee."

So little appreciation had the author of Gulliver's Travels for the greatest vocal masters of that time. Let us hope that the Swifts of our day have minds more evenly balanced or at least have a more kindly regard for the sentiments of the *people*.

Vocal music, though less complicated than instrumental, requires regular and systematic training, is a long study, and unfortunately is also very tedious and dry at the beginning.

The first essential for every singer is *mind*; then a true love for singing and memory of melodies and harmonic combinations. That he feels harmony unconsciously is often shown, e. g. two children sing together: one will try immediately to find a part, that differs in pitch, yet agrees by thirds or sixths or even through dissonances to consonances.

As regards physical qualifications, first of all the voice should be fresh, flexible, sympathetic, and of good compass. Power may be gained by practice if the constitution is vigorous and healthy. We do not mean that if all these qualifications were combined in one individual (which is rarely the case) that real musical talent would follow—far from it. Judicious treatment and early consistent development of the voice is necessary. That every pupil have at the start a conception, in some degree, of pitch and rythm, is very necessary.

The world admits without controversy that in Germany music receives the fullest recognition, and in the German schools is most kindly and generously fostered. The result is that general musical education is diffused so that nearly the whole people appreciate the higher and nobler forms of opera and symphony; which appreciation



has encouraged German composers to become masters of the best styles, and to stand as patterns to all the nations.

In the German schools every branch of education is in many respects slower than ours but not inferior. So in music. The child sent to the kindergarten or cared for by a governess, whichever the case may be, is taught to take a pride in singing melodies; and much of their play is coupled with vocal exercises. When they enter the common school the instruction is continued. More difficult songs take the place of the kindergarten efforts, and instead of the play accompanied by the voice, the sense of pitch is persistently developed by exercises on the scale. Let me say here that I believe the Germans to be, for natural talent, but little in advance of the English or Americans. Their superiority is the result of earnest effort. Twenty minutes a day devoted to music through the years during which pupils are compelled to attend school, would give each pupil a good development of lung capacity; a fair chance to develop his ability to sing, prepares him to enjoy the best of music, and in this way opens to him a vast storehouse of innocent but intense pleasure.

To accomplish this end the training should comprise melody, two-part, three-part, and four-part songs. The teacher should be conscientious and thorough in his work, knowing more of it than simply to *solfa* a melody.

Freshness and steadiness are the most valuable properties of the voice, also the most delicate and easily lost. Once impaired they are never restored and this is precisely the condition of a voice said to be broken. The prostrations of the vocal organs occasionally occurs during the time of study, in which case, if it be not the result of organic disease, it may generally be attributed to clumsy vocal instruction. For whether the nature of the organ has not been understood by the instructor or whether a good low voice has been converted(?) or perverted to a very bad one slightly higher, the error is equally disastrous.

Some voices are naturally rebellious, stiff, of small compass, dull, and wavering. These require long and persevering exercise. In this way also ill-governed voices, even though they have but few of the natural requisites, may become mellow, firm, and broad.

The object of most instruction is to develop natural powers—powers that already exist in a primitive condition in the learner;



never to transform or extend them beyond their natural capability. This is often lost sight of in vocal instructions.

Singing is a living art. The finished work of the painter is seen after he has had ample time to correct, to beautify, etc. Not so with music; which consists in the rendering of a well conceived stream of sound, accurate as to pitch and rythm, and displaying simultaneously the emotions of the soul. The singer cannot go back to re-color or re-touch a defective tone, even though he be more painfully conscious of the defect than his hearers. Without enthusiasm effort is almost wasted in this art. It is also too true that in this branch real excellence never comes without constant, unremitting labor.

A. C. LUND.

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### THE NEEDLE IN THE SCHOOL-ROOM.

The Needle and Pen one stormy night  
Began to quarrel, and then to fight,  
The one had renown, the other had none,  
And that is the way the quarrel begun.

But unlike the case of the kittens, the broom swept only the Needle "right out of the room"—the school-room in this case; and now the pen reigns in undisputed supremacy.

You see, the old woman was very human and she had, in spite of her years, a wonderful respect for that which her neighbors considered fashionable. Now, there was some "style" about the Pen. She was a modern creature full of dash and sprightliness and wore gold-rimmed spectacles. She could, moreover, sing and play, could draw pictures and write poetry and talk—oh, how she could talk!

But the Needle—well, her great-grandmother had used her, poor, useful, old-fashioned thing. But she was now out of date. Indeed, Madam Education had long ago felt ashamed that she had harbored in her house a guest so plain and unattractive. So it came about that the despised Needle was turned out of doors and no one offered to take her back.

And yet how faithfully she had served, and how much, ah, how much she felt she could yet do! For she had not lain idly by gathering rust. On the contrary she had sought new store of knowl-



edge; and now if the Pen would but be friends with her, what might the two together not do to serve their mistress?

Dear friends of education, shall we not see whether she is worthy of being taken back to the school-room and of being regarded with respect? Perhaps we shall discover that she can be ornamental as well as useful.

In a recent article on education by Rev. Dr. Parkhurst, the following sentence stands out in bold relief:

"If we could split half of our pianos into kindling wood, and pluck the strings out of harps, fiddles, and banjos, and set our young girls to the practical test of learning how to sew and cook, and wash and iron, it would be a great benison to society, and to their own souls in particular."

Not that the study of music is undesirable for the gifted. Oh, no; but in our complex education we should aim first and foremost at that which will give the greatest immediate benefit.

Of course mankind in general, and man in particular, will readily agree that girls should learn to cook; and visions of pretty, white-aproned young ladies flying around like busy bees in an ideally clean kitchen, preparing such wholesome delectables as should make a contemplated fast an utter impossibility, is one of the cheri-hed dreams of many a bachelor, the speedy realization of which he eagerly and very particularly desires. And surely, who would blame him?

But, suggest sewing schools and straightway there rises before his mental eye a nightmare of things wonderfully and fearfully made—things usually reposing on chair backs; ornaments whose especial mission seems to be to cling with desperation to his back coat-buttons. And as if this were not bad enough, he is expected to admire, into the bargain, what he mentally considers a nuisance. This he can hardly do without feeling a twinge of hypocrisy. He feels absurdly helpless to appreciate its beauty, and vaguely wonders why its fair owner should put so much precious time to the achievement so little.

Perhaps when needle-work is mentioned the dressmaking and millinery establishments suggest themselves to him with all their exposition of female temptations and vanities; and although he wouldn't look twice at a girl whose frocks were not in harmony with the decrees of said establishments, he never feels his fancied mascu-



line superiority more than when contemplating these exhibitions of feminine frivolity.

Now this is all the average man knows or cares to know about the subject. He forgets that every civilized human being must be clothed in some fashion, and that every garment pleasing to the eye or otherwise must be made with the despised needle, guided by hands skilled or otherwise. He never reflects that it is not the use but the abuse of needle-craft that annoys him. Candor compels the admission, that strong in the mysterious somewhere of the majority of masculine souls, is the instinctive appreciation of what is truly beautiful, and as to the objection he raises it may be said with equal candor, and beauty defeats itself when it necessitates the sacrifice of its rival, usefulness.

How many are dependent on the use of the needle for obtaining their livelihood! Here let me emphasize the fact that success waits only upon intelligent labor. Nothing but drudgery can attend unskilled work. The dreadful sweating system, so-called, is largely the result of inefficiency on the part of the worker. So long as she fails to rise to a higher plane of labor she must continue to be treated as a mere machine.

Then again, how many thousand dollars yearly does the great West contribute to the wealth of the East for ready-made garments! Work that would prove a source of remuneration to many girls and women right here in our midst were they but well trained for it.

But aside from its employment-giving aspect, ask the man of moderate means, the father of several young girls, how much annually his dressmaker bills foot up, and you will agree with me that perhaps some of the gray hairs you see may be traced to this very neglect in the training of our girls.

How much good might be done if children were properly and persistently trained in the use of the needle. I say children for experience has taught this fact; digital dexterity can much more easily be gained whether in the use of the needle and other manual arts, or in the drilling on the keyboard, while the muscles and cords retain their early flexibility. The hand so trained will be much better able to perform well whatever it may find to do; and the mind more readily assumes habits of neatness, patience, accuracy, and industry.

The work in these lines should be taken up where the kindergarten leaves it, and should be followed throughout the grades,



broadening and taking greater scope as they proceed, showing to the child the practical application of principles first met with in their kindergarten play. Study of the laws of beauty in color, form, and design, as expressed with the pencil, the brush, the needle and scissors or other tools, as well as the study of textiles, history of dress and domestic industries, should be vigorously pursued; and not until then will our girls learn the proper use of the needle, nor will those results disappear that offend the eye and the sense of the true and beautiful; until then we must let fashion decree what we shall wear and how our homes shall appear and be led by her too often into paths offensive to good sense and propriety.

Schools in Europe have long since appreciated this; and throughout Eastern America manual training schools for girls are springing up everywhere with results that have proven the wisdom of the innovation. Teachers of domestic art are receiving a special training, broad and liberal, to cover the large field opening up in this department of education, their salaries ranging from \$600 to \$1200 a year with an increasing demand for their services.

Is it not time that something more in this line were being done here? Let the needle, poor despised instrument, be re-installed, and, hand in hand with pencil, pen, and brush, it will prove a blessing to the rising generation here as elsewhere.

C. D. YOUNG.

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OVER.

Over! the sweet summer closes,  
The reign of the roses is done;  
Over and gone with the roses,  
And over and gone with the sun.

Over! the sweet summer closes,  
And never a flower at the close;  
Over and gone with the roses,  
And winter again and the snows.

—*Alfred Tennyson.*



## LOCAL GEOLOGY II.—MOUNTAIN MAKING.

[WALTER M. WOLFE.]

If mountain making were simply a matter of upheaval and then of degradation due to the forces known as erosion and corrasion, the historic geology of the Basin and Plateau provinces would not materially differ from that of other sections of North America. But such is not the case, and as a result that part of our country in which we are the most interested contains more types of mountain structure, in proportion to area than any other section of the world.

The cooling of the earth's crust and consequent contraction has produced corrugation on a large scale, similar to the ridges on a wash-board. This is the most simple form in the monoclinial architecture of the long ranges of the Rocky Mountains in Colorado. The upward curve of the strata that which makes, generally speaking, the crest of a divide is the anticline; the reverse or valley curve is the syncline. (Fig. 1.) Continued cooling, lateral pressure, pressure from beneath or the weight of the superincumbent mass will produce fractures and displacements that can be illustrated in the class-room by boxes filled with mud and allowed to stand exposed to frost from night until morning. These dislocations may be either simple Fissures, that is, rents without any vertical displacement of the mass on either side, or Faults, that is, rents where one side has been moved with relation to the other. In studying this subject practically the student should carefully distinguish between fissures and enlarged joints, the one being easily mistaken for the other. As mountains composed of sedimentary strata have their peculiar types so do those that are formed of extravasated material and are known commonly as igneous or volcanic mountains. The first division includes all clastic or fragmental, that is all rocks of a secondary or derivative origin, altered or unaltered. English geologists do not include metamorphic rocks under this head, but for convenience we will make but two grand divisions.

## (A.) MOUNTAINS COMPOSED OF SEDIMENTARY STRATA.

Of these we have five types in our district. These are totally different from the type structures of the Appalachian region and in order of simplicity are as follows:

1. *Simple Anticlinal Structure.*—In northwestern Colorado



cutting off abruptly the long axis of the Uinta range on the east is Junction Mountain which serves as the example of this form. The ranges are usually short: the folds truncated by erosion and the strata dip on all sides from the center of upheaval, gently or more abruptly, but the sides of the folds are never closely appressed. The anticlinal structure presents on its flanks either monoclinal ridges (hog-backs) or inclined plateaus. In the latter case the anticlinal upheaval has great width as compared with the vertical uplift and steep mountain slopes give place to gently tilted plateaus or mesas.

2. *Uinta Structure*.—The Uinta Mountains are 150 miles in length and form the crosspiece of a gigantic H, the two uprights being the Wasatch Mountains on the west and Junction Mountain on the east. They are carved from an anticlinal upheaval in which the lifting process continued after lateral pressure had ceased. From flank to flank the flexure is about 50 miles. On either flank, paralleling the axis, is a line of maximum flexure. The north line of flexure is in many places a gigantic fault; on the south it is complicated in some places by faults having uplifts opposed to the downthrow of the flexure. On either side the great displacement is partly by faulting, partly by flexing, and either flank is a zone of diverse displacement where the strata are faulted, flexed, twisted and contorted in many ways.

The simple topographic forms produced by the Uinta displacements and subsequent conditions of uniform erosion are plateaus with gently rounded summits and abrupt shoulders on the flanks, but the general outline is much modified by the corrasion of streams that head in remote regions and pass through these uplifts either longitudinally, transversely, or obliquely. The local concomitant forms of the Uinta structure are varied and interesting, but they are so located that a special trip of several hundred miles is necessary to study them. So we pass to

3. *Kaibab Structure*.—This is the prevailing type throughout the great basin of the Colorado. It is found both north and south of the Uinta Mountains, especially in the counties of Emery, Carbon, Grand, Wayne, Garfield, Kane, and Washington, in Utah and extends into Arizona as far as the San Francisco Mountains. It takes its name from the grandest of the five great plateaus that are carved by the Grand Canyon of the Colorado. The structure is one



of vast steps or terraces and the sedimentary beds are broken into great blocks by faults or monoclinical flexures, and these blocks have been gently tilted in broad masses. The grand topographic features of this province are plateaus with broken edges where they are bounded by canyons or lines of cliffs. Owing in many cases to the peculiar drainage of this region the concomitant forms are well worthy of study and a few of the most well defined are here given in the belief that they will be readily recognized in almost every school district of eastern and southern Utah.

(a.) *Cliffs of Displacement.*—Where a plateau is bounded on one side by a fault, the edge of the plateau is an escarpment often so abrupt as to present a more or less irregular line of cliffs. These are found all about the rim of the Basin and good examples are at Upper Kanab.

(b.) *Slopes of Displacement.*—When the displacement is a flexure rather than a fold, the edge of the plateau is a broken slope. Example the common structure of lower Wayne county.

(c.) *Monoclinical Ridges.*—As in simple anticlinal upheavals the central mass may be entirely carried away leaving but monoclinical ridges, so in Kaibab structure the principal plateau mass may be carried away leaving only monoclinical ridges

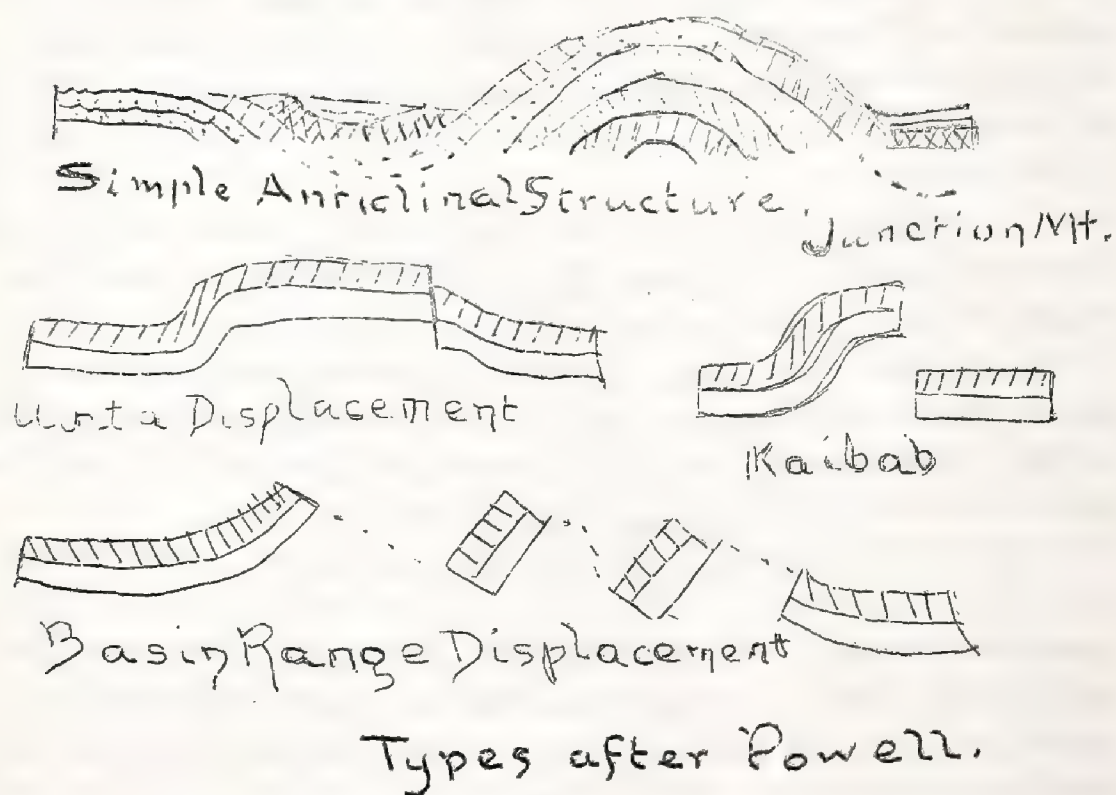
(d.) *Projecting Ridges.*—The integral blocks of the Kaibab structure are more or less tilted by the general displacement. Often a valley appears at the foot of the abrupt slope, and the streams which head on the opposite brink of the plateau have excavated valleys, leaving narrow and abrupt intervening ridges that project into the main valley.

(e.) *Cliffs of Erosion.*—These are caused by the gradual undermining of escarpments. The drainage of the plateau is usually from the brink of this escarpment toward the valley on the opposite side; yet a minor drainage is found which carves out deep gulches, and the cliffs of erosion have deep re-entrant and sharp salient angles. Example, Kaiparowitz plateau, Kane county.

(f.) *Buttes.*—Sometimes the gulches which form the deep, re-entrant angles of a line of cliffs have lateral gulches, which by continued erosion coalesce. The salient angles are thus cut off from the ever retreating escarpment and buttes are formed as the outlines of cliffs.



(g.) *Cameo Mountains*.—These are similar in structure to buttes, but the strata lie in a horizontal position and the isolated peak has been formed by subparallel water courses, whose upper ramifications gradually unite. These mountains are of great beauty, often appearing like massive ribbon agates. The Jura-Permian peak between Kanab and Fredonia is a good example of a Cameo mountain.



4. *Basin Range Structure*.—This is the prevailing geological structure of the Basin province. The great blocks into which the district has been broken by faults are greatly tilted so that the strata dip at high angles and the uplifted edges of such blocks often form long mountain ridges. Such a ridge is composed of monoclinical strata, the one side presenting a bold escarped front, the other sloping gently back, conforming to a greater or less degree. With us the long slope is generally toward the east. The intervening valleys are filled with lakes or lacustrine or sub-aerial gravels. They are generally arid and, with the exception of the Wasatch, the Basin ranges are comparatively devoid of vegetation.



5. *Zones of Diverse Displacement.*—Small, irregular areas of country, generally bordering or between two of the grand types of displacement. Characteristic features are small blocks running in diverse directions, and these may be horizontal, or be tipped at high or low angles, or even be overturned. The Union Pacific Railway runs through such a zone between Evanston and Rock Springs, Wyoming, and on a small scale such features are to be found between Salina and Fish Lake.

(B.) MOUNTAINS COMPOSED OF EXTRAVASATED MATERIAL.

(a.) *Table Mountain Structure.*—In these beds of sedimentary strata, either horizontal or inclined, are preserved from erosion by a capping of lava. Except where protected all the elastic material has been washed away and the result is a mountain with a flat top and precipitous, crumbly sides. The older table mountains are not found of great size in our district, though many exist in western Wyoming. In process of formation this structure is sometimes found in valleys or gulches that have been filled with extravasated material. Erosion has proceeded on either side of these harder masses, leaving hard volcanic rocks in the midst of a valley. This may have an elevation less or greater than that of the adjacent country beyond the rim of the valley. A fine example of a table mountain in process of forming is to be found in Kanab canyon about 15 miles above the town of Kanab, and one in Long Valley just below Macdonald's sawmill.

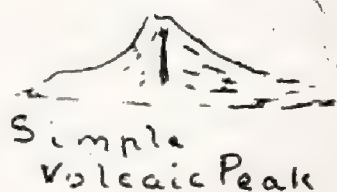
(b.) *Uinkaret Structure.*—This is a common orographic form in the "Dixie" country. It is named from the Uinkaret Mountains of Arizona. The method of formation is as follows: A simple sheet of lava has been poured over a plain and as erosion of unprotected parts have taken place, newer outflows have occurred beneath the older until we have an imbricated lava structure, the upper edge of the lower sheet being placed against the lower edge of the upper. The result is a sedimentary mountain "shingled" with lava, like a wooden house with a slate roof.

(c.) *Tu-Shar Structure.*—The type may be taken from the Baldy range, between Circle Valley and Marysvale, Piute county, and the town of Beaver. In this case the plain or valley receives its extravasated material from beneath and remains at a base level of erosion during a period of several successive eruptions. Lava flood



is piled on lava flood. The resulting mountains are very irregular owing to erosions and displacements that have taken place between the eruptions. Frequently thin sedimentary strata are interposed between the lava sheets.

(d.) *Volcanic Structure.*—This is the simple conical structure where many slight eruptions come successively from the same vent and build mounds of scoria, ashes and lava. Such mountains are comparatively short-lived as they yield readily to atmospheric influences. The crater is generally soon obliterated and where it exists it is proof positive of very recent volcanic action. These cones are found in Millard, Beaver, and Juab counties.



Typical Laccolite  
Showing Dike Formation.



Section through Mt. Hillers  
Summit denuded by Erosion.



(e.) *Henry Mountain Structure.*—This is one of the most rare and interesting forms of volcanic mountains. It is the structure of the Henry Mountains, of Wayne and Garfield counties, of Navajo Mountain, San Juan county, and of Sierra La Sal. Large bosses of trachytic lava have risen from beneath, but instead of finding their way to the surface, have spread out laterally and pushed up the overlying strata into a dome-shaped elevation. Here and there, smaller sheets proceeding from the main masses have been forced between the beds or veins have been injected into fissures, and the overlying and contiguous strata have been considerably metamorphosed.

Each individual mound is a *laccolite*. Generally speaking a laccolite is a clastic or metamorphic mountain with a trachyte or lava core. Owing to the erosion of ages much of the metamorphic rock has been washed from the summits of the Henry Mountains, and jagged, volcanic peaks are left. Where the intrusive lavas become extrusive they have formed volcanic dikes that project northward into Emery county and seem like like cyclopean walls dividing the desert.

NOTE.—Authorities for above, Geike's 'Text Book of Geology' (1893); Powell's 'Exploration of the Colorado River of the West' and 'Geology of the Uinta Mountains'; Dutton's 'High Plateaux of Utah' and 'Tertiary History of the Grand Canyon'; Gilbert's 'Geology of the Henry Mountains' and 'Lake Bonneville'.

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Frightened Away.—“Is it true that the old Jones place is haunted?”

“It used to be, but they have a baby there now.”

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Mother (to twins).—Why are you so naughty today, Jack?

Jack.—Coz it's my turn. Tommy was naughty yesterday.

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Mamma.—This medicine is not hard to take. It hasn't any bad taste at all.

Johnnie.—But I must have some candy after just the same.



*EDITORIALS.**THE NEED OF A NEW SCHOOL LAW.*

A new legislature will soon sit in Utah, and one of the subjects to engage its serious attention will be the welfare of the public schools. There are many things in the present law that need to be modified and likewise many new things to be incorporated. Perhaps the best plan would be not to patch but enact a law out of whole cloth, preserving those features of the old law which have proved valuable. We respectfully suggest that teachers put themselves in a critical attitude; that they scan the workings of the present law to its minutest details; and then that they voice their findings through the pages of *THE JOURNAL*, and in the prominent newspapers of the Territory. If teachers do not know what is wanted to improve our school system, who do know? Let us not be so engrossed with machine work that we cannot take time to find fault and project better things. One good way would be to procure copies of the school law of a number of other states. Then let the teachers meet in clubs, say once a week, to read and discuss their merits. Let this be done all over the Territory, and the consensus of opinion thus reached will be the ideal school system for the new State. In a multitude of counsel there is safety.

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In such a discussion the best results will be reached if teachers set to work with the spirit of iconoclasts—not to the extent of being blind to the actual merits of our present system, but with just enough recklessness to lop off without mercy the fond notion that we are educationally abreast of the times. Let the fact be taken into account that through habit we are likely to be predisposed in favor of the present order of things. Nevertheless, let us not be blind to the size, shape, and general dilapidation of the old shoe, no matter how comfortable it may feel. If some of us have been cultivating healthful rows of corns and bunions, so much the worse for us when the change comes. But let the change come, and those who cannot march in the ranks can at least march out. Why should coming generations be made to limp because we happen to have corns?



In considering what changes should be effected, we ought to begin with the head of the system and go downward to the remotest minutiae. What kind of general supervision shall the schools have? What officers and what scope of operation? The Constitution answers this question in part, but vital conditions are still left for the legislature. How shall general officers be related to county and district officers? Under what circumstances shall high schools and kindergartens be maintained? What shall be the qualifications of teachers? How shall they be examined and by whom? What measures shall be adopted to secure economy, and uniform efficiency in all financial matters relating to the schools? These and a hundred questions like them demand the careful consideration of the practical teacher.

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Many of these problems were well solved in the draft of a school-law presented to the last legislature. It failed to pass for two reasons. (1.) Its changes were often radical and far-reaching, and it had not been before the profession for discussion, all which tended to create a distrust in the minds of the more conservative members. (2.) It contained provisions utterly repugnant to the pride which every community takes in local self-government, in consequence of which prominent teachers led the war against it. Its better features should, however, be revived, and incorporated into the new law.

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One of the most vital questions in this connection is how to secure the school system throughout from the blight of partisan politics. Vultures always hover about the spoils. Money constitutes the spoils for political vultures. Men will do anything for money, and teachers are men. Let the political ring once secure the distribution of the school funds, and the evils of partisanship will be made to poison the pure life of childhood. Instead of fearless, independent young people trained to investigate without bias, our schools will turn out warped starvelings fitted to take the place of the teachers and politicians that spoiled them. Let the law throw every safeguard possible about education, and as for the rest, let there be an educational third party in politics pledged to concern itself solely with the securing of proper men and proper measures for the schools.



*A VISIT TO THE SALT LAKE SCHOOLS.*

During the last few years Salt Lake has developed into a city of good schools and splendid school buildings. Such was the impression of Provo teachers, who recently paid the Capital a pedagogic visit. The Washington and the Lowell are prominent schools both for the imposing appearance of the structures and the excellence of the class-work. The two buildings are of the same general architectural design; the Lowell has superior surroundings. Both have beautiful grass plats, but to the south of the Washington is a rough, uncultivated hillside. The loss in beauty, however, is a gain to the pupils of an excellent coasting ground in the winter.

On entering one is struck with the broad, generous hallways and staircases, all bright and clean. In the Lowell, portraits of famous men are hung about the walls. The rooms are well ventilated, furnished with single desks and not overcrowded. These features cannot fail to prove strong educational factors, both from an ethical and a disciplinary point of view.

Principals Avery of the Washington and McKay of the Lowell are gentlemen of pleasing address, and make visitors feel that they are welcome. The forenoon was spent in the Washington, and the afternoon at the Lowell. The following features as to school management and school work were impressed on the mind of the writer during the day:

**MARCHING.**—The pupils of the Washington school marched out at recess quickly and orderly to the beat of the drum, the spacious stair cases and hallways facilitating the performance to a wonderful degree.

“In case of fire,” said the principal, “other doors are thrown open, and the building, containing perhaps 800 pupils, can be vacated in about one minute. This has been done at fire drills.”

After recess the gong was sounded, and the scholars came in with little delay and in an orderly manner without, however, forming in line of march. Economy of time and all possible freedom to the pupil, compatible with good discipline, were the arguments advanced in favor of not forming in line of march returning.

At the Lowell, the marching, both in and out, was very orderly, and no musical instrument was played. Mr. McKay stated, however, that a piano, hired by the teachers, had been in use during the



previous year, and would probably be used again. "A drum makes too much noise," he said, "a triangle sounds harsh, and an organ can not be heard throughout so large a building; but a piano has a mellow sound, and is at the same time quite audible."

**SCHOOL DISCIPLINE.**—No communications were observed between pupils in either of the schools. Each pupil had a desk, and with few exceptions, seemed intent in studying. The teachers had no call bells, and seemed to have no need of any. The human voice answered all purposes in this direction. There were no recitation benches in department rooms. What need of them with only half a grade in a room?

**WORK IN INK.**—Nearly all written work was done in ink, and neatness in work was a requirement. "The lead pencil develops too heavy a hand," said one of the teachers in the Lowell.

**PUPILS MUST THINK.**—A lady teacher in the eighth grade of the Washington secured some excellent thought from her pupils in a grammar lesson on the verb and verbals by the Socratic catechetical method. A class in intellectual arithmetic, conducted by Mr. Avery, showed a remarkable amount of clean cut reasoning. In the use of the adverb "swiftly," a fifth grade pupil in the Lowell gave the sentence, "The train runs swiftly."

"Who thinks Johnny could possibly have given a sentence meaning less?" queried the teacher, and Johnny seemed to be very much ashamed of such superficial thought. With one other exception, all the pupils of the class had sentences containing considerable thought on historical, geographical, and topical subjects.

**PERPENDICULAR PENMANSHIP.**—The new system of penmanship has been inaugurated in the Salt Lake City schools, but has not yet received a fair test as to its merits. The majority of the teachers, however, seem to favor the change. "It is especially beneficial to writers having a cramped hand," said one teacher. "It greatly improves the writing of poor writers," said another. That the perpendicular writing will be more legible than slant writing was pretty generally conceded. How about speed? That is the question to be solved.

**LITERARY SOCIETIES.**—Most of the higher departments have literary societies, holding sessions on Friday afternoons. The programmes are creditable, and the acquisition of parliamentary law knowledge is considerable.



BOOKS.—The Board of Education furnishes all pupils with books. Pupils are required to keep them covered, and are responsible to teachers for the preservation of all property placed in their hands. Teachers are responsible to principals, and principals to the clerk of the Board. Pupils damaging books are liable to suspension.

J. M. JENSEN.

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### BURR LESSONS.

There is very little pleasure, on coming in from an autumn walk, to find one's clothing fringed with a choice collection of bur-docks, cockle burrs, and other prickly seed vessels, and we are prone to regard them simply as creations to tear the clothes and wear the temper of the unfortunate individuals who chance to come within reach of their tiny arms.

But with many things in the realm of nature we have to look beneath the exterior to find the real value and beauty, and these persistent autumn followers of ours may pay us for a little study.

At this season of the year there is no subject that invites our attention more than the study of seeds, and especially that division of the subject which has to do with protection and distribution. After the fruits and grains have been disposed of, we may turn our attention to that which seems to be of no use, and gather in some of our neighbors from the byways and hedges and listen, if we can, to the story they have to tell us.

It may seem to some of you teachers that we have selected a pretty dry subject for our observations, but I think if the teacher follows directions given and provides herself with the necessary material she may succeed in arousing considerable interest, if not enthusiasm, among her pupils for some of nature's common things.

The material is not hard to procure: the teacher may suffer from an embarrassment of riches in this direction, and without doubt can find plenty for the week's study in seeds.

It is hard to tell just *how* to give a lesson in this line for so much depends on the teacher's interest and enthusiasm and on her ability to use suggestions offered, yet a brief outline for a week's work may not be amiss.



It is necessary that three points be kept in mind in these lessons: First, the motive or main points to be brought out; second, the manner in which the subject is to be presented; and, third, the use to be made of the information gained through observation and study.

The following should be considered more suggestive than mandatory, and leaves much for the teacher's ingenuity in presentation to supply:

*First Lesson.*—Subject, necessity of protection and distribution of seeds.

*Material.*—A collection of burrs, prickly seed cases, rose hips and summer berries for class to examine.

*Motive.*—To lead children to discover the use of some of nature's ugly things, to see the necessity of protection and distribution and to note nature's provisions for these needs.

*Manner.*—Teacher tell simple story illustrative of the subject. Have children tell what they have observed in the distribution of other seeds and how they have seen these burrs carried in this way. Discover how well burrs are adapted to be carried thus.

*Use of Information.*—Subsequent language or reading lessons. To serve as centers to which succeeding lessons may be grouped or related.

The teacher's story might be something like the following:

Over by the fence grew a rose bush, a sumac shrub, and some burdocks and cockle burrs. They were talking about their seeds, as mothers often talk about their children, and wondering how they were going to send them out into the world to do their work. (The children may tell where each kept its seeds.)

The burrs talked about their tiny sharp fingers and how easily they could catch hold of anything that came near and travel as far as they wished, and made the sumac and rose bushes feel a little despondent.

Just then a flock of chattering sparrows flew from the fence rail right among our friends. The burrs reached out their hands, but alas! they could not get even a little hold on the sparrows, who danced and swung on the bushes, and ate the pretty bright seeds, talking all the time about how they would carry all they could to some little friends who had not found such fine bushes. Pretty soon they flew away, each carrying a little seed case and the burrs



dropped their heads as they saw that the rose and sumac had sent nearly all their seeds away.

They wished they had not been quite so sure about getting out into the world. After a little, Ponto, the shaggy black dog, came along driving old Boss, the cow. All the little burrs held up their heads and stretched out their arms:

"Please take us out into the world," they said.

So Ponto let them take hold of his shaggy fur and old Boss took a number on her tail and away they went into the great world.

After the children have discussed the story a short time, a few questions should be asked as:

In what other ways have you seen these burrs carried?

How did the milkweed and dandelion send away their seeds?

Why did the bushes and plants wish their seeds to be carried away?

Are the birds the only ones who could carry away the seeds of the rose and sumac?

Why wouldn't the birds take away the burrs as they did the berries?

Could Ponto and old Boss carry off the sumac berries and rose hips? Why not?

Why do you think Mother Nature put the rose and sumac seeds in such gay colored coverings?

Why do the burrs have such sharp spines on their seeds?

Some of the answers to these questions may serve as a reading lesson or to copy and arrange in story form for a language exercise.

After a general exercise with burrs, a few special studies may be taken.

For the second lesson take burdocks.

*Material.*—Enough burdocks on stems that each child may have a cluster to examine.

*Motive.*—To discover manner in which burr grows on stem, where the seed vessel is concealed, and how the burr is carried. Also show incidentally how little baskets, chairs, etc., can be made by sticking these burrs together.

*Manner.*—The lesson should be conducted by the teacher asking questions of the children to lead them to find out for themselves



certain facts. Also to recall to them how the burdock leaves grow and what sort of blossoms it has.

Are the blossoms prickly?

When do they begin to grow prickly?

Why don't the spines of the burr slip out as easily as they slip in?

Get the children to tell all the ways they know for the burdock to send its seeds away. Have them discover some use the burdock has, and show that because we cannot always find the use of a thing we must not conclude it is useless.

The children may be encouraged to use their originality in making objects from their burdocks and write or tell about what they have made.

The third lesson may be on the cockle burr and the motive and manner be much the same as in the previous lesson.

The child's observation is the central point of the lesson and that is most valuable to him which he discovers himself. Call attention to the sober colors of the burrs and get the children to see why they are not showily dressed. Compare the burdock with the cockle burr and show how in one case one seed vessel is taken separately and in another many seed vessels are taken at once. Compare the spines and note likenesses and differences.

The fourth lesson should be devoted to other burrs that can be found or seeds that have sharp spines that attach themselves and are carried from place to place.

The fifth lesson should be devoted to reviews, comparisons, and what generalizations may be possible. The teacher should not attempt to teach everything about the subject, but in these lessons show the children that there is something to interest and instruct in the very humblest weed that grows; there is nothing so poor and mean that hasn't a lesson for us to learn if we will but give our attention.

Teach the children to be on the watch for bits from Mother Nature's storehouse. Every thought the child gains from the outside world through his senses adds to his intellectual nature; he is learning "to keep the ear-gates and eye-gates open."

ABBY CALISTA HALE.

## POETRY.

## ROBIN REDBREAST.

Good-bye, good-bye to summer!  
For summer's nearly done;  
The garden smiling faintly,  
Cool breezes in the sun;  
Our thrushes now are silent,  
Our swallows flown away,—  
But Robin's here in coat of brown,  
And scarlet breast-knot gay.

Robin, Robin Redbreast,  
O, Robin dear!  
Robin sings so sweetly  
In the falling of the year.

Bright yellow, red and orange,  
The leaves come down in hosts;  
The trees are Indian princes,  
But soon they'll turn to ghosts;  
The leathery pears and apples  
Hang russet on the bough,  
It's autumn, autumn, autumn late,  
'Twill soon be winter now.

Robin, Robin Redbreast,  
O, Robin dear!  
And what will this poor Robin do?  
For pinching days are near.

The fireside for the cricket,  
The wheat stack for the mouse  
When trembling night winds whistle  
And moan around the house.  
The frosty ways like iron,  
The branches plumed with snow,—  
Alas! in winter dead and dark  
Where can poor Robin go?

Robin, Robin Redbreast,  
O, Robin dear!  
And a crumb of bread for Robin,  
His little heart to cheer.

—William Allingham.



## COURSES BY CORRESPONDENCE.

Under this head will appear in each issue instructions and directions to students who are pursuing courses of study in absentia. These will be known as Correspondence Courses. Instructions will be given in theory of teaching, psychology, algebra, geometry, rhetoric and composition, English literature, and such other subjects in time as may properly be pursued without a teacher.

## ALGEBRA.

(Text-book, Olney's Complete Algebra.)

NOTE.—Students pursuing this study are expected to have taken at least an elementary course in Algebra.

Review. Addition. How are dissimilar terms added? How are similar terms added? What is the effect of adding unlike signs? What of adding like signs? How are polynomials added? Page 34, solve examples 2, 4, 7, 10, 11. Page 35, under scholium 1, solve examples 15, 17, 18, 21, 23, 27, 29. Pages 37-38, under scholium 2, solve examples 4, 6.

*Subtraction.*—Read carefully articles 75 and 76. Explain in your own way subtraction in algebra. What is the rule for subtraction? Pages 44-45, work examples 6, 9, 12, 14, 18, 20. Pages 46-47, read carefully corollary 1 and corollary 2, and work all examples under these corollaries; and under corollary 3 work examples 45, 48, 49, 50.

*Multiplication.*—Give your definition of multiplication. Why must the multiplier always be conceived as an abstract number? Beginning on page 51, study carefully proposition 1 and proposition 2, with corollaries 1, 2, and 3, and proposition 3. A clear comprehension of these propositions is essential to an understanding of what is to follow. Pages 54-55, learn the rule for multiplying nominals and work examples 3 and 7. Pages 56-57, learn the rule for multiplying two factors together when one or both are polynomials, and work examples 6, 8, 9, 12, 15, 18. Pages 56-61, study carefully the three important theorems there given, and work all examples under these theorems.

The above is thought sufficient for one month's work.

## GEOMETRY.

(Text-book, Wentworth's Plane and Solid Geometry.)

NOTE.—All work done in geometry as well as in algebra, should be kept in a note book for future reference. These note books should be presented with applications for examination next summer.

Book 1, page 3. Rectilinear figures. Study carefully the introductory remarks. Page 4, study carefully definitions. Pursue the study as given in the book to page 13. Page 14, practice carefully the symbols and abbreviations there given until they can be used without reference. Take the first 16 propositions, viz., from page 15 to page 32. Write out carefully

the answers to the following questions: What is a solid, as used in geometry? What is a plane surface? What do you understand by space or extension? What are the properties of a geometrical point? Of a line? Of a surface? Of a solid? What do you understand by a curved line? A broken line? What by a curved surface? What does plane geometry treat of? What is an angle? Does the size of an angle depend upon the length of its sides or not? What different kinds of angles can be formed from straight lines? What do you understand by the method of superposition? Why is that a valid method in geometrical demonstrations? What is the difference between an axiom and a postulate? Between a theorem and a problem? Commit to memory the axioms given on page 13. When demonstrating the problems the student should do it entirely independent of the figure or the letterings of the figure as given in the book. Commit to memory all theorems.

The above in geometry is sufficient for one month's work.

#### LITERATURE.

*Work for First Month.*—Pancoast's *Representative English Literature* is recommended as a text-book. The works of Taine, Morley, Welsh, and Shaw may be used as reference works. Every student is asked to use some good English history. Green's is preferable.

The following subjects should receive careful attention: What is literature? Treat this subject at length. It may be divided into three parts. 1.—(a.) The connection between history and literature. (b.) The material literature draws from history. (c.) The effect of literature on history. 2.—Content of literature. (a.) What are the principal characteristics of the literary classics? (b.) Define the word classic. (c.) Give etymology of word. 3.—Discuss the style element of literature. Read Green's *Short History of England*, including the Norman conquest, i. e., Green or its equivalent. Discuss language from a psychological and literary point of view. Of what advantage is it to a language to be the outgrowth of many languages? What characteristics did the Kelts, Romans, Anglo-Saxons, and Normans give to the English language? Reference, Lowell's *Literary Essays*. Especially the essays devoted to Chaucer and Shakespeare. Article on poetry in *Encyclopedia Britannica*. Wordsworth's treatise on poetry. Mill's philosophy of poetry. Other references will be found in text-book.

Write article on subjects and forward by mail, as also any question that may arise.

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Teacher.—Now, boys, if one of you were to find something petrified, what age would you attribute to it?

Smart Boy.—Stone age.



*THE KINDERGARTEN FOR WORKING PEOPLE.*

The widespread adoption of the kindergarten marks a decided advance in methods of education. It should find its strongest champions among workingmen, because it is their children especially that have suffered under the present regime.

The public school is planned wholly with reference to the high school, though in the nature of things only a few can pass through it. The majority of children leave school permanently before they reach the first year of this high school. For such the secondary education which they are able to get should be practically complete. Yet it is wholly incomplete, because it is planned as though all the pupils would pass through the high school. Thus, most of our children having but five or six years for schooling are even robbed of the benefit of that because of its incompleteness. Instead of planning the work from the beginning forward it is planned from the end backward. The most radical change that we need is to begin the work earlier and make it practically complete when the high school is reached. This will afford the majority of the pupils a good, rounded English education, and leave them free to take the advanced and to some extent the ornamental work of the high school, if they can.

The kindergarten is the only means of extending the child's school life. It takes him from three to seven, the years when the brain grows faster, when learning comes more rapidly, when all impressions are most vivid. Every sense is trained. Correct conceptions in regular order are engendered, and that, too, without labor on the part of the child. All seems to be play; yet it is play directed by an intelligent, well-trained and sympathetic mind upon a certain objective point, and the children march right on to that point. The kindergarten brings the child into relation with superior teachers and in a close personal manner which is out of the question in the ordinary school. This means the cultivation of gentle manners, refined tastes and high aspirations. In the ordinary school the performance of the daily routine of tasks leaves the teacher neither the time nor inclination for teaching the good, the beautiful, and the true. On the other hand, in the kindergarten these are the things mainly aimed at. All has a moral and artistic basis.

The teacher must be pure, imaginative, familiar with music and painting, well bred and saturated with sympathy. Put the ordinary school teacher to the test required by a kindergarten and ninety per cent. would be dismal failures. As long as they do work mechanically, as in the public school, they make a show of success. But in a work where so much depends upon the personality of the teacher, upon her many-sidedness, her childlikeness, the difficulty is infinitely greater and success correspondingly more signal.

In our schools today the head may be getting a fairly good training, but there is a woeful lack of morals and manners. The kindergarten will largely remedy this. Only four large cities in the country, Philadelphia, Boston, Milwaukee, and St. Louis, have added the kindergarten upon a generous scale. In the United States last year there were only 50,423 pupils in such schools, while in France there were 741,224.

The workingmen of Grand Rapids should demand that the system be extended to all the ward schools. W. C. S.

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### PLAN FOR STORY-TELLING.

(A lecture given by Miss Holton of the S. L. Schools, before the U. C. Teacher's Association, Nov. 9, 1895.)

"If teachers understood the power which lies in the ability to tell a good story skillfully they would not be slow in taking steps toward the cultivation of the art."

- 1.—Select the story—one in which you are interested.
- 2.—Collect material. What? How much? Where to find?
- 3.—Study the matter thoroughly. See the places, know the people, feel as they felt.
- 4.—Arrange matter in a logical plan.
- 5.—Tell the story to yourself. Keep the plan in your hand and ask questions same as if pupils were present.
- 6.—Repeat the story several times, making criticisms on your own work.
- 7.—Tell to some other person.
- 8.—Draw pictures on black-board before lesson, and add to them during recitation period.



- 9.—Tell story to pupils.
  - 10.—Read story to pupils.
  - 11.—Expect oral reproductions, written reproductions, answers to sets of questions, drawings to illustrate the thought, paper-cutting to tell parts of the story, and sand-work.
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#### AGRICULTURAL COLLEGE NOTES.

President Paul has changed his residence from the College hill to Logan city. The residence he vacates will be used as a ladies' dormitory.

A finely illustrated cat a logue for the ensuing year was issued. In addition, a College Supplement was issued containing half-tone engravings of the graduates and of the members of the faculty.

In the rearrangement of classes caused by the changes, Prof. John T. Caine, Jr., takes the chair of history; Prof. Widtsoe, the chair of chemistry. Prof. Richman is relieved of botany by Dr. Fischer. Dr. Fischer also relieves Prof. Mills of the major part of agriculture.

The college opened the year on September 17th, with an enrollment of 270 students. This is the largest opening attendance in the history of the college. The students are from every section of the Territory and from all the surrounding states. They come from Idaho, Oregon, Montana, Wyoming, Arizona, and New Mexico. Old Mexico is also represented.

The college now offers eight distinct four-year courses, three new courses having been added; namely, course of biology, course in chemistry, course of physics. The courses now stand as follows: Agriculture, mechanical engineering, civil engineering, commercial science, domestic arts, biology, chemistry, physics. In addition to these there are three two-year courses as follows: Agriculture, domestic arts, commercial science.

There have been three changes in the personnel of the faculty this year. Mrs. S. W. Eddy, professor of history, accepted a position with her alma mater, the John Baldwin University of Ohio. Dr. S. S. Twombly, professor of chemistry and veterinary science, removed to California to engage in fruit-growing and the practice of his profession at Los Angeles. Prof. J. M. Sholl, professor of mechanical engineering, returned to his home in Indiana, and has accepted a position with a manufacturing establishment in Chicago. Dr. Paul Fischer, a professor in the Ohio State University, was engaged to fill the chairs of veterinary science and agriculture. Prof. Joseph Jensen, from the Massachusetts Institute of Technology, and last year a teacher in the B. Y. Academy, was engaged as professor of physics and mechanical engineering. Prof. C. C. Norwood, principal of the New Jersey Academy, Logan, was engaged to fill the chair of mathematics.

## BRIGHAM YOUNG ACADEMY NOTES.

Silver has been adopted as the '96 class color.

Bishop George Baird of Coalville, and Bishop Mumford of Beaver, were visiting us some days ago.

The Commercial College is a veritable business community—a most manly department (no ladies).

Mr. George Scott of Manti, who is at present in the employ of Z. C. M. I., visited the Academy last week.

Misses Mary E. Allred and Emma Bunnell, both of Spring City, were visiting the Academy October 11th.

Ex-commissioner of education Mr. Eaton of Washington, and Rev. Mr. Todd of Springville, visited the Academy recently.

Some interesting work in nature study is being done by the students in the training class on the study of seeds, fruits, and frost effects.

'96 Class meetings will be held the first and third Thursdays in each month during the school year. The 1900 class will hold its meetings each month.

By the size of the classes and the well prepared lessons, we conclude that the value of French and German in an academic course is being realized.

New caps and badges did much for the excellent appearance of the '96 class on founder's day. Caps have not been worn by any of the Academy students before.

An enthusiastic meeting of the commercial and academic students was held October 28th and a class organization was effected. Leonard E. Jordan of Mt. Pleasant was elected president.

The M. I. normal class under Dr. Hardy is just now interestingly and intently engaged in the general *principles* and *plan* of the great M. I. work. Close text work will follow in a few days.

At the '96 class meeting some days ago the following officers were elected: Irene Mendenhall, president; Daniel Rasmussen, vice-president, and Louise Headquist, secretary and treasurer.

During the absence of the first grade teacher of the preparatory department the class work was successfully carried on by two of the teachers-in-training, Miss Rachel Beckstrand and Miss Emeline Bird.

Prof. Brimhall is giving a special course of evening lectures to his psychology class. The members of the class show their thanks and appreciation for this extra effort by giving the speaker a good audience each evening.



Is there a more enthusiastic organization in the Academy than the class of 1900? They have secured the services of Assistant Professor L. E. Eggersten for their next meeting. He will speak on the subject of "Importance of Class Organization."

At the meeting of the 1900 class an organization was effected with the following for officers: Albert E. Huish, president; Olive Young, first vice-president; Malcolm Little, second vice-president; Myrl Walton, secretary, and Sam. E. Hinckley, treasurer.

The class in Pedagogic A (History of Pedagogy), is 200 per cent. larger than the one of last year. The members are working as if they saw the advantage a teacher has who works by the light of the educational lamps of the past as well as those of the present.

In his interesting conversation with the students in philosophy B., Ex-Commissioner Eaton stated that form attracted the attention of a child before color. The members of the class were quick to cite him instances wherein the attention of an infant was drawn by bright colored objects rather than by those of duller hues.

A point in the work of this semester in the training class is that every teacher in training is required to record twenty observations of children. Several of the teachers are making daily observations on a single individual. At present these observations are not confined to any special problem. Anything that shows the contents of the child's mind is accepted.

"The quality of mercy is not strained,  
It droppeth as the teacher's gentle voice  
Upon the class beneath; it is twice blessed:  
It blesseth him that recites and him that listens,  
'Tis mightiest in the mightiest, it suits  
The timid student better than a quiz."

—*Literature E.*

The Maeseric Society, composed of the director and teachers of the preparatory school, meets every Thursday afternoon. Reviews of articles from various educational journals are given, also papers and discussions on the best educational methods. The subject for this month is Geography, and the books of such authors as Dr. White, Charles A. King, and Col. Francis Parker are being carefully studied and discussed by teachers. Prof. Brimhall will present the subject of Apperception to the society at an early date.

Psychology A became too large for the number of seats in the room and has been divided into two sections. Students not only study attention but pay attention, and of the interested type, too. Theory A, numbering over one hundred, has also divided. The free discussion of educational doctrines is a noticeable feature of this work, and some of the

best time-tested theories are found to be within the range of adverse criticism. "If we are to go from, or even with, the known to the unknown, then how did we get the first known?" is a sample of student inquiries.

Prof. Brimhall's vacation record is as follows: The Monday following the close of the Academy in May he took charge of the B. Y. A. Summer school. Taught Theory and Practice, Psychology, and History of Pedagogy for three weeks; gave a two weeks' course of instruction and public lectures in Sevier county, under the auspices of the County Teachers Official Institute. Attended the N. E. A. at Denver; assisted in the arrangement of, and taught fought four weeks in the Summer School and Joint Teachers' Institute at Beaver; gave courses of instruction in the Uintah County Teachers' Institute, and a series of public educational lectures in company with the County Superintendent of Schools, and completed the summer work with a series of pedagogical talks to the Davis County Teachers' Institute.

Our principal's pedagogical pathway during vacation is follows: At the close of the Academy Summer School in Provo he made an extended educational tour through southern Utah, visiting in company with the training teacher and some of the teachers in English, the remote villages as well as the cities and towns. He planned for, organized, and successfully conducted the Southern Utah Summer Schools at Fort Cameron and Beaver, and did considerable public educational work in central and northern Utah and southern Idaho. As the result of this work, combined with the efforts of others, hundreds of young men and women are flocking in from the far off counties with a determination known only to toilers, that they will have development and culture under the motto, "Self-effort Educates." It is a practical illustration of the principle that "Inspiration, Divine or Human, is the Head-light of Learning."

Founder's Day, October 16th, was celebrated in more than ordinary style and enthusiasm this year. The Darton brass band headed a procession of students fully three blocks long. The ranks doubled and came to a halt before the site of the old building on Center street. Dr. Maeser made a short speech, and then this land-mark was given three rousing cheers. Short speeches were also made before the First National bank building and the Z. C. M. I. warehouse, in which the Academy was housed for six years after the fire. The students on their return marched by the residence of President Smoot, the gentlemen with bared heads. The services were specially in honor of the late president of the board, A. O. Smoot. President Jos. E. Taylor of the Salt Lake Stake, an old friend of President Smoot, delivered an eloquent oration in honor of the deceased. Other speakers were President Brigham Young, President Ed. Partridge, President David John, and Dr. Karl G. Maeser. The fruit festival, the gift of the Faculty to the students, was a most pleasant surprise to all. The day closed with a reception in the evening given the students by the teachers.